Writing

Structures of Language
Applying Understanding of Sentences, Paragraphs, Text Structures (SL)

W:SL:1: **Students demonstrate command of the structures of sentences, paragraphs, and text by …**

W:SL:7:1.1	Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)
Level 1 Entering	Identify simple sentences, phrases, or clauses, by matching a picture to the appropriate sentences, with the support of a graphic representation (e.g., *The boy ran. The boy ran to the store. The boy in the red shirt…*).
Level 2 Beginning	Identify and label the parts of a sentence read by the teacher (e.g., *Circle the noun, Underline the verb, Highlight the phrase,* etc.).
Level 3 Developing	Select appropriate words from a word bank to complete a visually-supported cloze paragraph (e.g., in the sentence *The boy in the red shirt ran to the store,* the word *shirt* would be replaced with a blank space to be filled in from a word bank).
Level 4 Expanding	Write varied sentences, with a partner, answering *who, what, where,* and *when* questions from a graphic representation.
Level 5 Bridging	Write varied sentences describing a graphic representation, and enhance with peer editing.

W:SL:7:1.2	Using the paragraph form: indenting, main idea, supporting details
Level 1 Entering	Identify the main idea of a paragraph orally, by pointing to the correct picture after hearing the paragraph read aloud.
Level 2 Beginning	Restate the main idea of a paragraph that has been read aloud, and show understanding of supporting details by highlighting information that answers *who, what, where, when,* and *how* questions.
Level 3 Developing	Sequence sentences given by the teacher to form a logical paragraph, with a partner, using correct paragraph form.
Level 4 Expanding	Discuss the elements of paragraph form (indenting, main idea, supporting details) in a small group; then individually write a simple paragraph from highlighted information.
Level 5 Bridging	Write a paragraph using paragraph form (indenting, main idea, supporting details).

W:SL:7:1.3	Recognizing organizational structures within paragraphs or within texts EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution EXAMPLE: When given a paragraph or text and a description of text structures, students identify structure used or their purposes
Level 1 Entering	Match simple definitions of text structures to samples of the text, using a word bank and visual representations (e.g., providing students with three samples of text, such as chronology, compare/contrast, and problem/solution, and having them choose the appropriate picture after the text has been read aloud).
Level 2 Beginning	Restate simple definitions of text structures, with a partner.
Level 3 Developing	Complete a graphic organizer (e.g., Venn diagram, story mapping, time line, etc.) of a specific text structure, based on a short text supplied by the teacher, in a small group.

Level 4 Expanding	Discuss the text structures of given paragraphs, in pairs, using descriptions of text structures.
Level 5 Bridging	Identify the text structure of a particular paragraph or text, using descriptions of text structures.

W:SL:7:1.4	**Applying a format and text structure appropriate to the purpose of the writing**
Level 1 Entering	Draw pictures to show appropriate text structure by using a word bank and identifying paragraphs (read by a teacher) that contain different text structures (e.g., sequence, chronology, cause/effect, problem/solution).
Level 2 Beginning	Draw a picture of an assigned text structure (e.g., sequence, chronology, cause/effect, problem/solution) and label to show understanding of text.
Level 3 Developing	Write an outline of a paragraph using a particular text structure, in a small group, based on a completed graphic organizer that text structure (e.g., a Venn diagram for compare/contrast; a time line for chronology).
Level 4 Expanding	Write a paragraph using a particular text structure, individually, based on a completed graphic organizer that text structure (e.g., a Venn diagram for compare/contrast; a time line for chronology).
Level 5 Bridging	Write a paragraph using correct format and text structure.

Reading Connection
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)

W:RC:1: **In response to literary or informational text, students show understanding of plot/ideas/concepts by …**

W:RC:7:1.1	**Selecting and summarizing key ideas to set context**
Level 1 Entering	Match the key ideas of a text to pictures of the key ideas from a story read aloud by the teacher.
Level 2 Beginning	Discuss with a partner the key ideas of a story or a picture book that has been read aloud.
Level 3 Developing	Write key ideas from a selection read by the teacher and discussed in a small group (e.g., draw and label the key ideas on a graphic organizer).
Level 4 Expanding	Write a simple sentence about the key idea of the text, using a word bank for support.
Level 5 Bridging	Select the key idea from a reading and summarize it in a paragraph.

W:RC:7:1.3	**Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas**
Level 1 Entering	Identify orally or with gestures a text-to-self connection to a concept, idea, or the plot of a text that has been read aloud.
Level 2 Beginning	Discuss with a partner the plot of a story or picture book that has been read aloud.
Level 3 Developing	Summarize a text-to-self connection by completing a graphic organizer in response to teacher-selected readings, in a small group.
Level 4 Expanding	Write a new ending (using pictures for support, if necessary) of a story that has been read aloud in class.
Level 5	Write a response to text that has been read aloud, by connecting the reading to

Bridging	self, another text, or the world.

Reading Connection
Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)

W:RC:2: **In response to literary or informational text read aloud, students make and support analytical judgments about text by …**

W:RC:7: 2.1	**Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question**
Level 1 Entering	Answer *who, what, where,* and *when* questions, orally, about a text that has been read aloud.
Level 2 Beginning	Match statements supporting the author's purpose or point of view with a text that has been read aloud.
Level 3 Developing	Discuss in a small group possible answers to a question about a text that has been read aloud, to help identify focus, judgment, or point of view.
Level 4 Expanding	Identify focus, judgment, or point of view of a text that has been read aloud, with the support of a graphic organizer completed with a partner.
Level 5 Bridging	Justify in writing an answer to a question from a text that has been read aloud.

W:RC:7: 2.2	**Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft EXAMPLES: Making links between characterization and author's choice of words; making links to characteristics of literary forms or genres**
Level 1 Entering	Match pictures of events, characters, setting, and theme from a picture book that has been read aloud, to represent what might happen next or when the setting is changed.
Level 2 Beginning	Create a new ending for a story, including major events, characters, setting, and theme, from a picture book that has been read aloud, assuming that a major event has changed, orally in small groups.
Level 3 Developing	Complete a graphic organizer, using a word bank, to identify major events, characters, setting, and theme of a text that has been read aloud; then make statements about the relationships among the various parts of the organizer.
Level 4 Expanding	Discuss in a small group how events and characters relate to the theme of a text that has been read aloud, using examples from the text to support inferences.
Level 5 Bridging	Explain in a short paragraph the relationship among content, events, characters, setting, or theme of a text that has been read aloud.

W:RC:7: 2.3	**Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions**
Level 1 Entering	Match a specific detail or reference with a picture.
Level 2 Beginning	Match a given set of supporting details or references with statements of conclusions drawn from a text that was read aloud.
Level 3 Developing	Answer inferential questions about a text that has been read aloud, using specific details, references to text, or relevant citations to support the answers, in a small group.
Level 4 Expanding	Respond orally and/or in writing to a given focus or judgment by listing references and details to support it (e.g., *The theme of* Charlotte's Web *is friendship; how do*

	we know this? How are the Socs biased towards the Greasers in The Outsiders?).
Level 5 Bridging	Defend a judgment of a text by summarizing the references and details to support it in a paragraph

W:RC:7: 2.4	**Organizing ideas, using transitional words/phrases and writing a conclusion that provides closure**
Level 1 Entering	Identify the transitional words/phrases that occur in a text that has been read aloud, using a teacher-generated list of these words/phrases.
Level 2 Beginning	Outline the ideas from a text in a small group, after discussion.
Level 3 Developing	Complete a graphic organizer with ideas in response to a text that has been read aloud, then write sentences using the information from the organizer.
Level 4 Expanding	Write a conclusion about a text that has been read aloud in a short organized paragraph, using some transitional words/phrases.
Level 5 Bridging	Construct an organized 3-5 paragraph essay that draws a conclusion about a text that has been read aloud, using transitional words/phrases.

Expressive Writing
Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)

W:EW:1: In written narratives, students organize and relate a story line/plot/series of events by…

W:EW:7: 1.1	**Creating a clear and coherent (logically consistent) story line**
Level 1 Entering	Sort pictures of a story in an appropriate order, with a partner, and write one-word labels for the pictures.
Level 2 Beginning	Write a short sentence for each of a series of pictures of a story in correct order, with teacher support.
Level 3 Developing	Complete a graphic organizer of a story created in a small group, sequencing main events of the story.
Level 4 Expanding	Write a short paragraph that has a logically consistent story line, using a completed graphic organizer or a series of pictures.
Level 5 Bridging	Organize and create a clear and coherent story line in a written narrative, using a completed graphic organizer or a series of pictures.

W:EW:7. 1:2	**Establishing context, character motivation, problem/conflict/challenge, and resolution and maintaining point of view**
Level 1 Entering	Match illustrations representing character, setting, conflict, and resolution to a story map.
Level 2 Beginning	Draw or orally describe an original character and assign motivations from a word bank.
Level 3 Developing	Recount a personal story of conflict and resolution, orally and then in writing (e.g., students share personal narratives orally, then write them in their journals).
Level 4 Expanding	Role play in a small group the characters from an original story to show the character's context, motivations and challenges.
Level 5 Bridging	Create a written narrative that maintains a point of view, by retelling the story from the point of view of a different character (e.g., Cinderella from a step-sister's point of view).

W:EW:7: 1.3	Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, or words/phrases) to enhance meaning
Level 1 Entering	Sequence pictures using key transitional words (e.g., *before, after, first, second, then, next,* and *last).*
Level 2 Beginning	Identify transitional devices that enhance meaning (e.g., words, ellipses, white spaces), in a whole group and facilitated by teacher modeling).
Level 3 Developing	Complete a cloze passage with appropriate transitional devices to enhance the meaning, using mentor text as a model.
Level 4 Expanding	Write a paragraph with correct time transitions, using a graphic organizer/story map.
Level 5 Bridging	Revise a narrative to include at least two transitional devices.

Expressive Writing
Narrative – Applying Narrative Strategies (EW:2)

W:EW:2: Students demonstrate use of narrative strategies by…

W:EW:7: 2.1	Using relevant and descriptive details and sensory language to advance the plot/story line
Level 1 Entering	Label pictures with descriptive details from a word bank.
Level 2 Beginning	Write short sentences to describe illustrations on a storyboard, with teacher assistance.
Level 3 Developing	Develop a storyline in small groups that includes targeted sensory language (e.g., class lists of spooky words for stories about a haunted house, class lists of excitement expressions for a story about an amusement park).
Level 4 Expanding	Draft a narrative that includes descriptive details, using picture dictionaries and native-language/English dictionaries.
Level 5 Bridging	Plan and write an advanced storyline that includes descriptive details and sensory language, with the aid of graphic organizers, dictionaries, and peer support.

W:EW:7. 2:2	Using dialogue to advance plot/story line
Level 1 Entering	Insert dialogue into a narrative that has been read aloud to the class, using L1 to compose the dialogue, and dictionaries to translate.
Level 2 Beginning	Write a dialogue exchange between two characters in a comic strip, using a word bank, with a partner (e.g., have students draw a three frame comic strip and insert words related to plot/storyline).
Level 3 Developing	Incorporate dialogue to support the story line in the retelling of a family story or narrative.
Level 4 Expanding	Write an original scene of a climatic event, including dialogue, in a small group, and perform it for the class.
Level 5 Bridging	Write a short story that uses character dialogue to advance the plot, working with a partner to check the flow of the dialogue.

W:EW:7: 2.3	Developing characters through description, dialogue, and actions
Level 1 Entering	Create an oral story with a partner (using the native language as necessary and possible); then draw a picture of a from the story.
Level 2 Beginning	Draw characters from a known story; then write short phrases to describe them, using a word bank.

Level 3 Developing	Complete a three part graphic organizer to describe a character by what the character says, what the character does, and what others say about the character.
Level 4 Expanding	Create an original character by drawing; then brainstorm lists of descriptors, actions, and attributes to describe the character.
Level 5 Bridging	Write a short story or play that includes character dialogue to build upon a previously created character.

W:EW:7: 2.4	**Using voice appropriate to purpose**
Level 1 Entering	Identify the character speaking in a known story, using visuals (e.g. Cinderella, Step-mother, Step-sisters, Prince, or Fairy Godmother).
Level 2 Beginning	Choose the best person to explain a given situation from a short list (e.g. choose a mother, a child, or a firefighter as the best person to tell how to bake cookies, describe how good a mother's cookies are, or respond to an alarm for a kitchen fire).
Level 3 Developing	Organize a short story from an outline, using a graphic organizer to assign which parts of the story should be told by different characters, with a partner.
Level 4 Expanding	Listen to a story read by the teacher; then discuss in a small group how the story might be different if told with a different voice; rewrite a section of the story in a different voice, with a partner.
Level 5 Bridging	Write a short story, using one consistent voice throughout; then exchange stories with a partner, and rewrite the partner's story using a different voice.

W:EW:7: 2.5	**Maintaining focus**
Level 1 Entering	Sort events from two or three known stories according to the story they come from (e.g., *Cinderella, Three Little Pigs, The Day Jimmy's Boa Ate the Wash),* with a partner*.*
Level 2 Beginning	Identify a sentence or scene that does not match or go with the rest of a story, in a small group.
Level 3 Developing	Choose from a brainstormed list of events and descriptions to assemble a story that follows a clear plot line, in a small group.
Level 4 Expanding	Edit a story, using a story map to make sure events follow a problem/solution format and all events lead up the climax, with a partner.
Level 5 Bridging	Revise a story to make sure all events and descriptions are important to the plot and forward momentum of the story.

Informational Writing
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)

W:IW:1   In informational writing (reports or procedures), students organize ideas/concepts by ...

W:IW:7: 1.1	**Using an organizational text structure appropriate to focus/controlling idea EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution**
Level 1 Entering	Arrange pictures in sequential order.
Level 2 Beginning	Show connections among facts and ideas by filling in a graphic organizer (e.g., fill in problems or solutions, missing events in a sequence, complete a timeline).

Level 3 Developing	Use a Venn diagram to write a well-developed paragraph comparing and contrasting information.
Level 4 Expanding	Develop and write questions about a topic, gather information, and choose an organization structure appropriate to a given topic, using models and step-by-step directions.
Level 5 Bridging	Produce a short essay with an appropriate focus and organizational structure to integrate information from a variety of sources.

W:IW:7: 1.2	**Selecting appropriate and relevant information to set context, which may include a lead/hook**
Level 1 Entering	Label *who, where,* and *when* on pictures .
Level 2 Beginning	Use a graphic organizer with labels to set context (e.g., a map of northern and southern states, with characteristics).
Level 3 Developing	Describe a time or place to begin a report, referring to a picture from the text.
Level 4 Expanding	Create a newspaper lead using the five "Ws" and write a headline, using a graphic organizer.
Level 5 Bridging	Compose a selection of introductions for informational writing; share with peers for feedback.

Informational Writing
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)

W:IW:2: In informational writing (reports or procedures only), students effectively convey purpose by …

W:IW:7: 2.1	**Establishing a topic**
Level 1 Entering	Label the steps of an everyday procedure or activity (e.g. morning routine), with the help of a partner.
Level 2 Beginning	Organize the steps of an everyday procedure or activity into an introductory paragraph, in small groups.
Level 3 Developing	Select appropriate phrases and sentences for an introductory paragraph from a phrase bank.
Level 4 Expanding	Compose an introductory paragraph with a topic sentence.
Level 5 Bridging	Produce a report with an introduction, body, and conclusion.

W:IW:7: 2.2	**Stating and maintaining a focus/controlling idea.**
Level 1 Entering	Create a title for a picture.
Level 2 Beginning	Brainstorm a list of words around a given topic, using a word web, in small groups.
Level 3 Developing	Produce a simple topic sentence, with a partner.
Level 4 Expanding	Produce a simple topic sentence with three related facts, in a small group.

Level 5 Bridging	Complete a paragraph with a topic sentence while maintaining focus in the body of the text.

W:IW:7: 2.3	**Writing with a sense of audience, when appropriate**
Level 1 Entering	Make a poster with an appropriate heading for class work.
Level 2 Beginning	Create different posters appropriate for different audiences (e.g., a poster for family, a poster for friends, and a poster for school), with a partner.
Level 3 Developing	Describe the form of writing for different audiences (e.g., an email and an essay for school).
Level 4 Expanding	Produce a letter to a friend and a letter to the principal on a given topic, with a partner.
Level 5 Bridging	Produce a three-paragraph essay for different audiences.

Informational Writing
Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)

W:IW:3 **In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by …**

W:IW:7: 3.1	**Including facts and details relevant to focus/controlling idea, and excluding extraneous information**
Level 1 Entering	Describe two different pictures by choosing appropriate words and phrases from a word bank (e.g., a polar environment and a desert one, Ancient Greece and Medieval Europe)
Level 2 Beginning	Rewrite, with a partner, a simple procedural description to remove extraneous information.
Level 3 Developing	Read a short report based on information from a graphic organizer (report and organizer prepared by the teacher); then add details to the report based on facts from the graphic organizer.
Level 4 Expanding	Read a short leveled informational text with a partner, and write a simple summary of the text individually; then edit the partner's summary to include missing information and delete extraneous information.
Level 5 Bridging	Write a procedure for a process of the student's choice; then self-edit to include missing information and delete extraneous information.

W:IW:7: 3.2	**Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images**
Level 1 Entering	Make a poster showing information from a leveled text that has been read aloud; label the most important pieces of information on the poster.
Level 2 Beginning	List information known about a topic, with a partner; then discuss the list with the partner (using L1 as needed and possible) and identify areas where additional facts or details are needed in order to write a report about the topic.
Level 3 Developing	Prepare two simple outlines, based on the information in a leveled text, with a partner; one outline for an oral presentation to middle school classmates, the other for an oral presentation to first grade students.
Level 4 Expanding	Take notes as the teacher reads a short leveled informational text about a familiar topic; then, with a partner, add additional facts or details to write a short summary

	of the text.
Level 5 Bridging	Present an oral report to the class, including visuals, using the appropriate depth of information.

W:IW:7: 3.3	**Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports)**
Level 1 Entering	Copy a short report on favorite foods, changing some nouns to personalize it, using a picture word bank.
Level 2 Beginning	Complete a cloze of a persuasive piece, using a word bank (e.g., a letter to Santa, based on possible presents and a list of reasons they want them; or a text message to a parent asking permission to visit the mall, based on a list reasons).
Level 3 Developing	Create a list of reasons why a teacher should not give homework on Fridays, in a small group.
Level 4 Expanding	Complete a graphic organizer giving arguments and counterarguments (e.g., why a student wants to attend a sleep-over, and the parent's objections).
Level 5 Bridging	Write a persuasive essay using a completed graphic organizer that lists arguments and counterarguments (e.g., for and against attending a sleep-over).

W:IW:7: 3.4:	**Commenting on the significance of information when appropriate**
Level 1 Entering	Identify whether a report contains comments on the significance of the information or not, after listening to very short, simple reports on known topics read aloud by the teacher.
Level 2 Beginning	Sort sentences from a very simple report supplied by the teacher into two categories, *Information* and *Comments on the information,* with a partner.
Level 3 Developing	Identify comments on the significance of information in a model report supplied by the teacher, in a small group.
Level 4 Expanding	Revise a report written by the teacher, without comments on the significance of the information, to include such comments, with a partner.
Level 5 Bridging	Write a report that includes comments on the significance of the information, when appropriate.

Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (C)

W:C:1: In independent writing, students demonstrate command of appropriate English conventions by …

W:C:7: 1.1:	**Applying rules of standard English usage to correct grammatical errors EXAMPLES: Clear pronoun referent, subject-verb agreement, consistency of verb tense, irregular forms of verbs and nouns**
Level 1 Entering	Choose the correct subject for a verb in a very simple sentence, or the correct verb for the subject, with a partner and using a word bank.
Level 2 Beginning	Complete sentences with the appropriate verb tense, given examples, with a partner.
Level 3 Developing	Rewrite a paragraph, changing the tense or the subjects of the verbs (e.g., present to past, or *they* to *he*).
Level 4 Expanding	Write a short paragraph using clear pronouns, appropriate subjects and verbs, consistent verb tenses, and correct irregular verbs and nouns; exchange paragraphs with a partner, edit the partner's writing, and discuss any changes made.

Level 5 Bridging	Self-edit written work and correct pronoun referents, subject-verb agreement, consistent verbs tenses, and irregular forms of verbs and nouns.

W:C:7: 1.2	**Applying capitalization rules**
Level 1 Entering	Edit sentences to ensure they begin with a capital letter and all proper nouns are capitalized, given examples.
Level 2 Beginning	List proper nouns associated with a common noun (e.g., list Colorado, Iowa, etc. when given the noun *state)*.
Level 3 Developing	Engage in peer editing with a focus on capitalization rules.
Level 4 Expanding	Self-edit own writing to correct capitalization errors.
Level 5 Bridging	Apply capitalization rules in general writing.

W:C:7: 1.4	**Applying appropriate punctuation to various sentence patterns to enhance meaning EXAMPLES: colons, semicolons**
Level 1 Entering	Match punctuation symbols with their names.
Level 2 Beginning	Classify sentences as statement, question, or exclamation by punctuating appropriately, given examples.
Level 3 Developing	Write sentences that include lists preceded by a colon, given models to follow.
Level 4 Expanding	Model sentences that use semicolons appropriately.
Level 5 Bridging	Apply appropriate punctuation to various sentences by peer- or self-editing.

W:C:7: 2.5	**Correctly spelling grade-appropriate, high-frequency words and applying conventional spelling patterns/rules EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes**
Level 1 Entering	Correctly spell known high-frequency words when dictated by the teacher.
Level 2 Beginning	Identify words that are spelled incorrectly and correct them, from a list of known words with conventional spelling patterns, some of which are spelled correctly and some incorrectly; then correct the incorrectly-spelled words.
Level 3 Developing	Combine known roots, prefixes, and suffixes from a list into words, using conventional spelling patterns, in a small group.
Level 4 Expanding	Peer edit a partner's written work to correct the spelling.
Level 5 Bridging	Self-edit all written work to check for correct spelling.